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ABSTRACT

This document contains 12 brief discussions of library-related topics with emphasis on school library media centers, which were originally published by the Iowa Department of Public Instruction (DPI) or the Iowa Department of Education (DE). These "Quick Notes" appear under the following headings: (1) "A Bill of Rights for the School Library Media Center"; (2) "Weeding the Card Catalog"; (3) "The School Library Media Program and the Basic Skills"; (4) "The Library and Information Skills in Elementary and Secondary Education--A Statement of the National Commission on Libraries and Information Science"; (5) "Instruction in the Use of Libraries--A Policy Statement of the American Libraries Association"; (6) "Voters May Not Mandate Creationism Books"; (7) "To Fine or Not to Fine"; (8) "Intellectual Freedom and Personal Books"; (9) "To Invoke or Not to Invoke the Law"; (10) "AV [Audiovisual] Cart Hazard Warning"; (11) "Microcomputers in the Library Media Center"; and (12) "The Planning/Evaluation Cycle in the Library Media Center." (KM)

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D.P.I. QUICK NOTES

D.E. QUICK NOTES

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D.P.I. QUICK NOTES

D.E. QUICK NOTES

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DPI QUICK NOTE 1

A BILL OF RIGHTS FOR THE SCHOOL LIBRARY MEDIA CENTER

By Betty Jo Buckingham

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It seems appropriate to restate a belief in quality library media services as a foundation and integral part of the entire school program at a time that the need for excellence or quality in education is being emphasized. The following statement was prepared by the editor [of Growth Notes] and offered for your use.

A BILL OF RIGHTS
for the
School Library Media Center

We affirm that all school children should be provided with quality library media centers and programs within their buildings with adequate professional information and ideas guided by the following basic policies:

1. Books, periodicals, audiovisual and computer materials and other library resources, facilities and staff should be provided to support the school's curriculum and to challenge, interest, enlighten and inform the students and faculty.

2. The selection of materials on controversial issues should be directed toward maintaining a balanced collection representing various views. Meterials should not be excluded because of the origin, background or lifestyles of those contributing to their creation.

3. School library media collections should include materials which foster respect for women and for ethnic groups, handicapped, aging and other minority groups, and which acknowledge the contribution of such groups, emphasizing conflict resolution.

4. School districts should resist censorship by providing board adopted selection policies and procedures statements which provide guidance for selection and weeding, and an appropriate review process in case materials are challenged. They should refuse to abridge the process at the instigation of groups or individuals.

5. School library media specialists should work with other faculty members to the end that students are taught the values of intellectual freedom and the ultimate consequences of censorship.

6. No students should be denied access to the library media center because of their origin, background, views, or behavior in another location. No library media center should be used for detention or punishment for behavior in another location.

7. All teachers, regardless of subject matter, distance, viewpoint, or personal relationship with the library media specialist, should have adequate access to the library media center and should be encouraged to make use of it for themselves and their students.

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DPI QUICK NOTE 2

WEEDING THE CARD CATALOG

By Betty Jo Buckingham

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In the Department's publication, WEEDING THE LIBRARY MEDIA CENTER COLLECTIONS, published in 1984, one of the steps in "PHASE THREE: Final Weeding" was to "Pull the catalog and shelf list cards of items to be weeded." Many training guides tell you to pull the cards from the catalog when a book is discarded or lost. Library media specialists may be advised to use a series of flags or clips of three colors, for example, to mark items missing when inventory is taken. Each color may represent a different year or inventory and the item may be discarded the third time it is missing. Whatever the suggested time period, librarians are advised to pull the shelf list and all catalog cards when a title is dropped.

However, in some situations this is not enough. Many libraries and library media centers do not have adequate professional and support staff. This frequently means that needed tasks are not completed. It also often results in items that are cataloged incompletely, or in sets of cards being pulled incompletely when a title is dropped. Such a library media staffing pattern may lead to more loss from theft or vandalism. Under such circumstances it is not unusual to find a card catalog that is confusing, misleading or unusable.

Turning to the literature for suggestions is not very helpful, perhaps because the people who have faced the problem have not had enough energy left to write about their solutions. The following processes are offered as approaches to weeding the neglected card catalog. In each instance an accurate shelf list is vital.

1. If the situation is really bad, the best solution may be to start over. An estimate should be made of the probable time and cost involved in the other processes available in comparison to the cost of producing a new catalog. If a card catalog is to be the end product, the time and cost for buying or producing complete sets of cards for all items and for filing the cards would be compared to the cost of correcting the existing catalog.

2. If the library media center is already considering placing its inventory online or participating in a retrospective conversion project to aid interlibrary loan, serious attention might be given to a computer generated catalog. Such a catalog might be on microfiche, on a floppy disk, or be printed out in a book format catalog. It might also be an online catalog. Another approach would be to use a computer program which would print the sets of catalog cards.

3. If it is determined that the card catalog is worth revising, there are still two common approaches. One approach is more easily carried out if it can be done while the library is closed during the summer since it puts the card catalog out of use. a) The cards are sorted back into sets. b) The sets are placed in shelf list order [some people think preliminary sorting by Dewey is a little faster] and checked against the shelf list. c) Sets for which there are no shelf list cards are discarded. [If the shelf

list card indicates the item has been missing for less than the standard time period before discard, the catalog cards might be attached to the shelf list card). d) Sets for which there are shelf list cards are checked to see that the set is complete. e) Missing cards are supplied and the cards are refiled. f) Care should be taken to supply appropriate cross reference cards. In order to speed future weeding, cross references should have tracings or "refer from" see and see also references on the verso of the cards where needed.

4. Often a card catalog must be kept in operating order during much of the time it is being corrected. A system that has been used in such instances involves taking the corrected shelf list to the card catalog.
a) The first card from the shelf list is examined.
b) All catalog card entries for that item are looked up in the card catalog and checked in some manner.
c) Missing cards should either be supplied at the time they are identified or clearly marked on the shelf list for later action.
d) After the last shelf list card has been examined and the last catalog card marked, the unmarked cards can be assumed to be for books no longer in the collection. They can, therefore, be pulled and discarded or a shelf list card can be prepared and marked as missing with the cards attached to the shelf list card. e) If incomplete sets were not corrected as they were found, the missing cards should be produced from the shelf list records and be correctly filed.

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DPI QUICK NOTE 3

THE SCHOOL LIBRARY MEDIA PROGRAM AND THE BASIC SKILLS

Prepared By
Betty Jo Buckingham

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Library media specialists can make a unique contribution of the basic skills program by:

- Being co-designers of the curriculum with the teachers.
- Extending the goals and objectives of the basic skills program through the programs and activities of the school library media center.
- Providing easy access to a wide variety of materials, both print and audiovisual, to support basic skills program at all levels.
- Making materials available for informational and recreational needs of all users.

- Preparing bibliographies
- Cooperating with teachers on selection of text and library media
- Developing and presenting a K-12 library media skills program integrated with classroom instruction with the assistance of basic skills and other teachers.
- Continuing their vital work of individual reading and user guidance.

The school library media center can be important to the basic skills program by:

- Providing an inviting atmosphere conducive to recreational reading and browsing.
- Providing reading, viewing, and listening experiences which will stimulate further interest in the basic skills.
- Providing interest centers supporting units in basic skills areas.
- Providing instruction in media skills, including information retrieval, operation of equipment, and research techniques.
- Providing assistance in production of new learning resources to meet curriculum and individual needs.

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Adapted from
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Florida Department
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and the
Florida Rights to Read
Program

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DPI QUICK NOTE 4

LIBRARY AND INFORMATION SKILLS IN ELEMENTARY AND SECONDARY EDUCATION

A Statement of the National Commission on Libraries and Information Science

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The National Commission on Libraries and Information Science unanimously adopted the following statement during its meeting in Washington, D.C., January 5 and 6, 1984.

A major nationwide review of elementary and secondary education in the United States is underway. During the past year, several studies and reports have been released by prominent organizations, groups, or individuals. Among the reports is "A Nation at Risk" prepared by the National Commission on Excellence in Education (NCEE) appointed by Secretary of Education T. H. Bell. This report and the others generally recommend more rigorous academic programs and standards for elementary and secondary education. The recommendations would increase the number and quality of course

requirements, strengthen teaching, and improve the environment for learning.

Members of the National Commission on Libraries and Information Science support the effort to increase the effectiveness of American education. We note, however, an important void in the reports, particularly in "A Nation at Risk".

Although the report recognizes that effective participation in our "Learning Society" requires each person to be able to manage complex information in electronic and digital form, it makes no recommendations on the role of library and information resources in elementary and secondary schools. The report omits reference both to the importance of library and information resources to underpin all of learning and to the essential skills and proficiencies involved in finding and using information effectively.

A basic objective of education is for each student to learn how to identify needed information, locate and organize it, and present it in a clear and persuasive manner. This objective should be realized in part through academic courses and in part through school library media centers which provide special opportunity for students to develop research and self-study skills and to build capacities for lifelong learning.

School libraries should hold the materials to complement and supplement texts used in the various academic studies. They should introduce students to the use of their own and other libraries as places holding the record of our culture and resources for continuing reference and learning. A major criterion for the determination of excellence at any college and university is the quality of its library and information resources; and, yet, NCEE omitted any such criteria for the determination of excellence in elementary and secondary schools.

The members of the National Commission on Libraries and Information Science believe that each elementary and secondary school must have school library media services of strong quality. As the Federal government, the

states, local school districts and schools proceed with plans and actions for strengthening elementary and secondary education in the United States, we urge that each student be provided effective library and information services. These services should be integrated with the student's entire program of studies and should be connected with services outside of the school--such as those of public, academic and research libraries. These services must be provided by elementary and secondary school personnel who are well qualified in library and information science and able to teach information skills and manage library resources in their schools. With these services in place for all students, the objectives of strengthening education proposed in the several reports can be met."

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DPI QUICK NOTE 5

INSTRUCTION IN THE USE OF LIBRARIES

A Policy Statement of the American Library Association

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Utilization of information is basic to virtually every aspect of daily living in a democratic society, whether in the formal pursuit of educational goals or in independent judgment and decision making. In our post-industrial, increasingly complex society, the need for information daily becomes greater.

Libraries are a major source of information; however, their effective use requires an understanding of how information is organized and how individuals can retrieve that information. Many individuals have an inadequate understanding of how to determine the type of information needed, locate the appropriate information, and use it to their best advantage.

Instruction in the use of libraries should begin during childhood years and continue as a goal of the formal educational process in order to prepare individuals for the independent information retrieval essential to sustain life-long professional and personal growth.

It is essential that libraries of all types accept the responsibility of providing people with opportunities to understand the organization of information. The responsibility of educating users in successful information location demands the same administrative, funding, and staffing support as do more traditional library programs.

The American Library Association encourages all libraries to include instruction in the use of libraries as one of the primary goals of service.

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DPI QUICK NOTE 8

VOTERS MAY NOT MANDATE CREATIONISM BOOKS

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Voters in Iowa may not direct the school board to adopt creationism books in the schools, the Attorney General has ruled. The question arose before the September 14 [1982] school elections. Petitions were filed with school boards in perhaps 30 districts, seeking to place on the ballot a proposal to adopt a group of creationism books as "supplementary textbooks for school library and teacher resource use in every school" in the district. Iowa law [section 278.1] permits voters to "direct a change to textbooks regularly adopted." Senator Ted Anderson asked for an Attorney General's opinion.

On October 1, the Attorney General's office issued a 17-page opinion written by Merle Wilna Fleming. She concluded the action sought in the petitions is not authorized by section 278.1[1] of the Code. Voters may direct the school board to change textbooks, but the board has the power to select the books [Section 301.1]. There is no provision in the law for supplementary textbooks, she said. The law makes separate and distinct provisions for library books and other resource materials [sections 278.28 and 282.1] and does not grant power to the voters to participate in that decision, she said. Her opinion traces the course of textbook selection by Iowa schools from the 1850's, and notes that "the power of the electors to choose textbooks was eliminated from the school laws by 1862." Section 278.1[1] perhaps remains in the law through oversight, she says. It dates from the time when students purchased their own textbooks, and school boards were forbidden to change books more often than once in five years, unless so directed by the voters. That provision was repealed in 1970.

Turning to constitutional questions raised by Senator Anderson, Ms. Fleming said that if a school board should decide to place creationist books in the school library, the action would not violate the Constitution, unless there was also an effort to suppress other ideas. She cited the Island Trees decision. Requiring the use of creationist books in science classes would be in conflict with the Constitution, she said [No. 82-10-1].

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DPI QUICK NOTE 7

TO FINE OR NOT TO FINE

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At the IEMA Conference in March 1983, a question was raised about the legality of charging fines for lost or damaged library materials and the legality of withholding grades or report cards until materials are returned or fines are paid.

It is legal to charge fines for lost or damaged materials. In most instances, the student will acknowledge the debt and pay the fine with no question. If the student raises a question there should be a "finding of fact," that is an establishment of the factual basis on which the charge is made. Since the "facts" will no doubt include the student's name on the book, the student should have an opportunity to disprove the facts. This might be to prove that the name was not signed or authorized by the student.

While the librarian can "make the finding of fact," it will probably be wise to have the principal do so because of the authority of that position.

It is not legal to retain grades or report card until fines are paid. A 1965 Attorney "General's Opinion clearly states "The retention of report cards, which a student has earned, to coerce the payment of school fees is merely an attempt to enforce an obligation to pay a sum of money, for which the students' parents are primarily liable." Even if the student is eighteen and, therefore, personally liable, "a school board is exceeding its authority when it creates a rule which denies the student a diploma that [she or] he has earned or a rule used primarily 'to enforce an obligation to pay a sum of money.'" [Scalise to Farnsworth, March 2, 1965.]

If the number of items held or damaged by one student, or the number of students refusing to pay fines, is sufficient, it is possible for a school district to take the case to the small claims court. The parents would be the defendants unless the student or students were eighteen or older.

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DPI QUICK NOTE 8

INTELLECTUAL FREEDOM AND PERSONAL BOOKS

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At the University of Northern Iowa Library Science Department the question was asked, "what is the legal position of a school or district if a teacher's personally owned instructional materials are challenged?"

The question does not seem to fit within board policy. Boards would need to consider the situation carefully before taking any action because of the teacher's academic freedom. One point to consider might be whether it is ethical for teachers to use materials not approved by the board. Since the materials used are not generally text books, this may be less valid.

1. A board should make a decision, taking the teacher's academic freedom into account.

2. If the teacher agrees, an ad hoc procedure similar to the official one could be used.

3. If the teacher does not consent to use such a procedure, the board should determine the material is patently inappropriate before telling the teacher not to use the material. Boards have more control over school property than individual property.

4. If the teacher refuses to let the board examine the material, the board can direct the teacher not to use it.

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DPI QUICK NOTE 8

TO INVOKE OR NOT TO INVOKE THE LAW

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The current library theft law [714.5, 808.12, 702.22 Code of Iowa 1985 as further amended] makes stealing or retaining library materials or equipment for over "two months or more after [due date]" for material; "one month or more after [due date]" for equipment a crime. The law [714.5] further states that "the owner of borrowed library equipment may request assistance of a dispute resolution center, mediation center or appropriate law enforcement agency in recovering the equipment from the borrower" after it has been overdue at least three days. The school's first contact would be with the County Attorney's Office. That office would advise on the appropriate procedure.

According to the law [714.5], deposits may be required from borrowers of equipment and must be required for equipment or materials having a value of $500 or more. In the latter instance a signed agreement should state the due date and penalty for failure to return. The deposit must be returned in full if equipment or materials are returned on time and undamaged.

A monetary settlement can be made in case of lost library materials and equipment, and graduated late penalties up to 25% of the value can be charged for equipment.

The crime of theft has five possible degrees. A fifth degree theft [up to $50] is a simple misdemeanor. A fourth degree theft [$51-$100] is a serious misdemeanor. A third degree theft [$101-$500] is an aggravated misdemeanor. Second and first degree thefts are felonies. They are more complex and probably would not often relate to school library media center thefts [section 714.2]. Generally a conviction on a simple misdemeanor charge would be in the 30 days or $100 bracket. Any fines or costs coming out of a suit in criminal court would go to the court, not to the library or the school district. In order for the school to receive any payments through the courts, it would be necessary to take a student to small claims court.

Because of all of these problems, schools may choose not to invoke the law.

> Section 714.5 says that: Notices stating the provision of this section and of section 808.12 with regard to library materials or equipment shall be posted in clear public view in all public libraries, in all libraries of educational, historical or charitable institutions, organizations or societies, in all museums and in all repositories of public records.

While this seems to require posting the law, the non-legal consensus appears to be that a library need not post the law but that if the law is not posted prosecution would probably not be successful.

The law also gives some permission to search a person if a law officer is present or if the person consents. Model Policy and Rules for Search and Seizure in the Schools, a DPI publication, recommends a Board Policy on search and seizure and provides a sample document. Copies are available from Kathy Collins, Department of

Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319-0146.

Library theft may be increasing, but schools should consider all the implications before invoking library theft and search and seizure procedures. It may be the wisest course not to invoke the law or to post the law and not enforce it. The County Attorney should be consulted before a decision is made.

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DE QUICK NOTE #10

AV CART HAZARD WARNING

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The U.S. Consumer Product Safety Commission (5401 Westbard Avenue, Rm 156, Bethesda, MD 20816) warned the Iowa State Department of Health about a hazard involved in the use of audiovisual equipment carts in a mailgram dated February 2, 1987. This warning underlines a developing concern for the safety of young children moving heavy equipment. Library media specialists, audiovisualists and teachers are urged to post and heed the warning:

CPSC WARNS OF TV/AUDIOVISUAL CARTS TIP-OVER HAZARDS

The U.S. Consumer Product Safety Commission and the International Communications Industries Association today asked the nation's school teachers to avoid having children move TV/audiovisual carts in classrooms because the carts can easily tip over and cause injury or death.

CPSC has reports of 4 deaths and 4 serious injuries in schools involving the tip-over of tall audiovisual carts (approximately 50 inches high). Seven of the eight carts were loaded with a TV set on the top shelf. One was loaded with a projector.

In most of the cases, a school teacher asked the young students (ranging in age from 7 to 11) to move a cart to another room. The cart overturned when it apparently hit a child's foot while being pulled or when the child stepped on the front of the cart for a ride. Typically, two children were moving the audiovisual cart, one child pulling from the front and the other child pushing from the back. The child in front was the one who was injured or killed.

To avoid injuries and deaths from TV or audiovisual cart tip-over, teachers and school administrators should follow these safety rules:

— Do not let children move an audiovisual cart. Only adults should move them.

— Do not allow anyone to step or ride on the audiovisual cart because this can cause it to overturn.

— Plan ahead when TV or other audiovisual equipment is needed so it can be moved by an adult before or after class.

For more information on the use of audiovisual carts, contact the International Communications Industries Association, 3150 Spring Street, Fairfax, VA 22031-2399 (703)273-7200.

If you want to report a product related injury, call the toll-free CPSC Hotline number at 800-638-CPSC. A teletypewriter number for the hearing impaired is 800-638-8270.

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DE QUICK NOTE #11

MICROCOMPUTERS IN THE LIBRARY MEDIA CENTER

by Betty Jo Buckingham

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Plan for Progress in the Media Center, K-6 (1979) and Plan for Progress in the Media Center, 7-12 (1980) provide equipment guidelines which are still challenging to many Iowa schools. However, some things have changed. The eight millimeter projector did not "catch on", for example, and overhead projectors are not as widely used as it appeared they would be. But the area of greatest change probably relates to the microcomputer. Microcomputers were not even mentioned in the equipment recommendations for elementary schools in the Plan for Progress and the secondary recommendations included "computer terminal and/or mini-computers" in "sufficient quantity to meet the needs of the curriculum."

Great strides have been made in the use of microcomputers in Iowa schools since then. In 1978 expenditures for educational data processing for the state stood at $7,611,197. In 1987 expenditures are projected at $17,188,185. This figure includes area schools and consortium expenses. In the 1980 Survey of the Status of Media Service in Iowa Public Schools a total of 608 microcomputers were reported by the 1,352 participating schools (attendance centers or buildings as opposed to districts). In 1981, 1,573 microcomputers were reported in Iowa schools. In September 1985, 18,770 microcomputers were available and no district reported having none. While 1,384 were being used for administration, 5,458 were being used for instruction in elementary schools; 10,337 in secondary schools; and 1,581 in merged area schools. The average ratio was 31 students per computer. The predominant microcomputer at the elementary and secondary school is Apple or Apple Compatible with 76.8% and 60.8% respectively. The predominant microcomputer at merged area schools is the IBM, or compatible, with 42.4%. However, the Apple, or compatible, accounts for 28.7% at the merged area schools.

With this number of microcomputers and their accompanying software, it is vital for schools to develop comprehensive plans for the placement, organization and use of microcomputers and software. Four years ago a national study (Kenton Pattie and Mary Ernst, "Chapter II Grants: Libraries Gain," Library Journal, January, 1983, pp. 17-20) reported 67% of the microcomputers in elementary schools, 71% of those in junior high schools, and 42% of those in high schools were housed in media centers. If Iowa's breakdown bears any relation to the national figures, library media centers have embarked on an important new task.

That task, although monumental, should begin with planning. The development of a microcomputer lab, whether attached to the library media center or elsewhere, should be a part of K-12 planning for awareness, instruction and use. Surveying the present situation, its strengths and weaknesses; considering a philosophy; setting goals and priorities; acting on those goals and priorities with reference to the total school plan; and evaluating and revising goals, are necessary components of the task.

The philosophy should address the need for microcomputers to be seen as a tool in all disciplines, and for students and teachers to be provided opportunities to interact with microcomputers in an academically sound environment. Some of the major goals might be:

1. To provide a K-12 interdisciplinary approach to computer literacy.

2. To address the need for protection of privacy and copyright.

3. To provide opportunities for use of microcomputers in all subject areas and to recognize their value in related career fields.

4. To recognize the importance of the microcomputer as an aid to classroom management, as well as more general administrative tasks.

5. To understand the microcomputer as a tool to be controlled and not to control; more a help in many disciplines, than a separate course.

A part of any such plan would certainly include how many of what kind of microcomputers, peripherals and software, where are they to be located, how are they to be organized, and who

is to be in charge. There are many different workable patterns, but the following suggestions have the merit of placing the organization and management in a central location where materials and equipment can be used by the most individuals and classes:

1. Organization and Management of microcomputers, peripherals and software designed or needed for use by more than one subject area or classroom would become part of the inventory of the library media center and the responsibility of the library media center.

2. The library media specialist would be responsible for cataloging and circulating all microcomputer software. Classroom sets of software could be checked out long term to single subject teaching laboratories.

3. Where only one microcomputer lab is provided in a school, it could be a part of or adjacent to, the library media center with visual contact from that center to provide supervision for use by individuals and small groups from that center.

4. Where one or more computers are placed in individual classrooms, these would be part of the library media center inventory just as other instructional equipment is or should be.

5. However, many microcomputer laboratories are provided throughout the school, one or more microcomputers should be available in the library media center for individual student or teacher use.

6. One or more microcomputers should be available for use in library management.

7. An appropriate number of microcomputers would be the largest number of students who would be using them at any one time plus a small number for individual use, plus two or more for library media center management.

In planning for microcomputer use in either a lab, the library media center reading-listening-viewing room, or at the charging or cataloging desk, in classrooms, etc., specific care and attention must be given to the physical environment of the microcomputer including adequate electrical support and static electricity control. Schools planning installations should contact: C. Milton Wilson, Consultant, School Plant Facilities, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-4743), or: Betty Jo Buckingham, Consultant, Educational Media, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-3707.

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Bureau of Instruction & Curriculum
Iowa Department of Education

1987

DE QUICK NOTE #12

THE PLANNING/EVALUATION CYCLE IN THE LIBRARY MEDIA CENTER

by Betty Jo Buckingham

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The story is told about a worker in a cake factory. Eggs in cases holding 30 dozen rolled down a moving belt at the rate of one every two seconds. Near her the belt was interrupted for about three or four feet with a drop of two stories. Her job was to move the cases from one moving belt to the other by lifting each case across the gap. She knew there had to be a better way to handle the problem but she was too busy for planning or evaluation.

Despite long standing lip service to the need for evaluation, American school library media program administrators still seem to be moving eggs by hand.

When the American Association of School Librarians introduced Standards for School Library Programs in 1960, they instigated the School Library Development Project which developed individual school and school district guides for planning school library development. Both guides proposed in "Part One: Preparing for Action" that schools

1. Establish a Planning Committee
2. Obtain Qualified Help [Consultant]
3. Evaluate the Present Library Service

4. Set Goals for Action
5. Enlist Community Support

"Part Two: Initiating Action" included as action areas library personnel, library budget, collections, quarters and equipment, policies for operation, and library services to pupils and teachers.

All of these documents included evaluation and planning for improvement of existing programs by comparison with the 1960 Standards. Both the 1969 Standards for School Media Programs and 1975 Media Programs, District and School included evaluation and planning as important components of a library media program but the emphasis continued to be on comparison with standards or guidelines.

The North Central Association, which is probably typical of other accrediting associations, continues to place its major emphasis on meeting quantitative standards.

We have only to look at the library media centers today to see that planning and evaluation require more justification than standards or guidelines generally based on what has been called "best educated guess."

In Iowa, state level quantitative guidelines have been available since 1969. The guidelines were offered in three phases with the third phase reaching the guidelines in the 1969 Standards for School Media Programs. A chart was provided to help encourage planning and evaluation. In 1976, schools were surveyed to see how many of these "standards" in Phase I of Plan for Progress in the Media Center were met. The Plan for Progress in the Media Center, K-6, and Plan for Progress in the Media Center, 7-12 were then revised. While some newer categories were added or revised upward, most quantitative standards remained the same. A few were lowered. A second survey was taken in 1980. There was little progress in the overall ability of the schools to meet the quantified standards. The ability of secondary schools to meet equipment guidelines declined markedly.

Nearly seventeen percent of the reporting elementary schools met the professional staff standards in 1976. Over twenty percent met the same standard in 1980. The secondary schools dropped from 45% to 38%. In fact, a study of teachers in general showed Iowa public schools losing 188 school librarians between 1977-78 and 1981-82. Taking into consideration the decline in enrollment, the overall ratio went from one librarian for 629 students in 1977 to one for 691 students in 1981. While the enrollment dropped by 12.29% and the teaching staff dropped 7.2%, librarians dropped by 20.33%.

Although collections of books, sound filmstrips and recordings grew some between 1976 and 1980, nothing in the library media program survey indicated relevancy or recency. Visits to individual schools appear to show that collections are larger

because they have not been weeded. This is supported by the surveys' reports on per pupil expenditures. The average amount spent on materials at the elementary level went from $8.44 in 1978 to $8.87 in 1980. At the secondary level it went from $9.08 to $11.74. This does not cover the inflation rate. When this is coupled with strong declines in enrollment, the monies available for collection building are reduced. A comparison of the expenditure for library books for 1980-81 through 1983-84 supports this. While expenditures for books rose from $6.42 per pupil in 1980-81 to $7.52 per pupil in 1983-84, the adjusted [by the January 1985 Urbanized Consumer Price Index] expenditures fell from $2.75 per pupil to $2.57 per pupil.

Many programs are being eroded in this period of economic strain. Despite that—perhaps even because of that—we must take seriously James W. Liesener's contention

> that unless significant improvements are made in the planning, evaluating and program communicating behavior of library media specialists, the effectiveness of these programs as well as their very survival will be, if they are not already, in serious question. [Journal of Library Administration, Nos. 2, 3, 4: 1981]

Liesener is correct in his assessment that the standards approach to evaluation has not resulted in the development of continuous planning and evaluation. Nor has this approach succeeded in encouraging improvements in programs and resistance to erosion.

In Iowa we have done a better job of encouraging systematic planning and evaluation in our Area Education Agency Media Centers than in local schools. The AEAMCs are designed to provide back-up collections, production, and consultative services to local schools. Since their inception their directors have been required to do periodic needs assessments. They are required to submit a program plan to the state annually. They have also been encouraged to plan systematic, research- and outside consultant-oriented evaluations. In 1978, the Department published Media Center Program Evaluation Document for Iowa Area Education Agencies [MEDIA], prepared by David Loertscher, Blanche Woolls, Russell Blumeyer, Paul Spurlock and Betty Jo Buckingham. The document encouraged the use and careful analysis of action research in addition to an objective outside team consisting of an advocate, an adversary and an overall evaluator. The visiting teams would examine and test the self evaluation and the supporting action research and write their evaluation to which the Director was then to respond including their plans for the future.

Standards documents can provide purpose statements which can be used to establish service related goals. Evaluation, however, needs to be based on criteria established ahead of time, upon stated objectives based on standards-generated goals. Evaluation should be continuous, comprehensive and cooperative. It should identify both strengths and weaknesses and use many instruments, not just collection counts. The evaluators should know children and young adults and evaluation should result in improvement of the service.

There can be no real accountability in evaluation unless a bargain is agreed upon; if the school district provides a given level of support, given pupil outcomes can be expected.

When we have planned, we have tended to plan only to meet some quantitative guidelines provided by a state department of education, an accrediting institution or a professional association. When we have evaluated, we have tended to test whether we met those same quantitative guidelines. We have not done enough research validating the positive effects of the library media program on the learning process, and we have not done enough to evaluate the effect on students of good library media programs nor have we publicized what we do know. We have tended to feel that libraries like mother and apple pie needed no defense. Now we find all three being challenged.

We need to reassess our planning/evaluation cycle. Liesener has proposed a carefully detailed nine step process for systematic planning, which includes evaluation and publicity:

1. Definition of Program Output Alternatives
2. Survey of Perceptions of Current Services

3. Determination of Service Preferences and Priorities in Relation to Local Needs
4. Assessment of Resources and Operational Requirements of Services
5. Determination of Costs of Preferred Services and/or Current Services
6. Calculation of Program Capability
7. Communication of Preferred Services Currently Feasible to Total Client Group
8. Reallocation of Resources and Implementation of Changes in Operations to Provide the Range and Level of Services Selected
9. Periodic Evaluation of Services Offered and Documentation of Changing Needs.

School Library Media Specialists need to learn about the interdependence of planning, evaluation and public relations. We must become more accountable, we must build and publicize more effective programs or we may not survive.

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